UNESCO SOURCES

N 32 - DECEMBER 1991

FOCUS

DOES OLD ALMA MATTER? RETHINKING HIGHER EDUCATION

CHERNOBYL: AN ONGOING DISASTER

GENERAL CONFERENCE: UNANIMITY BEHIND REFORM

Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours !

WHAT A COINCIDENCE!

Benjamin ARSEGUEL
Osaka,
Japan

As a designer, I particularly enjoyed your article on *"Roofs for Houses and Palaces"* (SOURCES No. 29).

Now in Osaka for my work, I was, therefore, most interested to read a news release from the Japan Design Foundation announcing that the Foundation's Grand Prize of $35,000 had been awarded this year to Yona Friedman and Eda Schaur for their work *"Roofs for People"* which you describe in your article.

What a coincidence! And one you may like to share with your readers.

CHILDREN AND READING

Julieta JORDAN
Secretary General
Radio Olavarria,
Olavarria, Argentina

I greatly appreciated your issue on democratic transition. The road is indeed rocky, and as you say, *"democracy has to be learnt"*. My work at the radio also includes receiving visits from primary and secondary school children every Tuesday and Thursday.

I talk to them of radio as a means of communication as well as culture and education. I tell them about the joy of reading, how important it is and how organisations such as UNESCO work towards protecting world heritage.

Your magazine is instructive and rich in information about international affairs, all of which I find very useful for my work. I love children and books, and in Argentina especially, we have to work with our children to inculcate in them the habit of reading good books.

AN EXAMPLE AMONGST MANY

Pierre BROUILLETTE
Orthopedagogue, Centre des Adolescents,
Montreal, Canada

Congratulations for being such an excellent source of information. One example amongst many: last April, UNESCO SOURCES (No. 25) published an article on an adult literacy method, WORDS IN COLOUR.

After reading this article, we contacted Mrs. Claudie Gattegno who has promised to help us introduce this literacy method to Canada.

ONE MAGAZINE, MANY LANGUAGES

At its inception, UNESCO SOURCES was published in only two of the Organisation's six official languages: French and English. It was a choice dictated by circumstances, that is to say, by the means available.

The first step forward came in September 1989, when the UNESCO Centre in Porto took complete charge of the Portuguese version. It ensures the distribution of SOURCES not only in Portugal, but also in Brazil and the five Portuguese-speaking African countries (Angola, Cape-Verde, Guinea-Bissau, Mozambique, Sao Tome and Principe).

The second stimulus came from the UNESCO Centre for Catalonia, Barcelona, Spain. Since October 1991, it has taken over the translation, adaptation and layout of SOURCES in Spanish. Printing and distribution of this version is, however, done at Headquarters. It is automatically sent to readers who have explicitly asked for the Spanish edition. Up to now, they have received the magazine either in French or in English. In fact, early next year, this Centre will launch SOURCES in Catalan and will take full responsibility for its translation, printing and distribution.

Finally, thanks to China's National Commission for UNESCO and with the help of the New China News Agency, an edition in Chinese is in the preparatory stages.

At this rate, and with a little bit of outside help, UNESCO SOURCES may well appear one day in Arabic and Russian...

The Editors

☛ *Readers who wish to receive SOURCES in Portugese should write to : FONTES UNESCO, UNESCO Centre in Porto, Rua José Falcao, 100 R/C, 4000 Porto, Portugal. For the Spanish, French and English versions, write to UNESCO Headquarters. For the forthcoming version in Catalan, to UNESCO Centre in Catalonia, Mallorca 258, 08037 Barcelona, Spain.*

FOR DUBROVNIK

At the time when these lines are being written, in the very early days of December, Dubrovnik's historic centre has not suffered any irreversible damage. The furious battles, with their attendant train of dead and wounded, ruin and flight, hatred and rending, have come to a halt at the foot of the Citadel walls.

This statement is not an announcement of victory, since the lives of men and women take precedence over any other consideration, particularly over the safeguarding of monuments. The lifeblood of human beings will always come before the lifeblood of stones, even if they be the stones of Ragusa, a beacon of Mediterranean civilization that from the Middle Ages was above all a cradle of urban liberties exercised jointly by communities of various origins. It is not an announcement of victory, while ever the conflict in Yugoslavia continues.

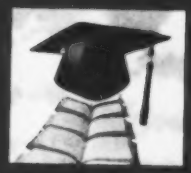
Nevertheless, the fact that the old city of Dubrovnik is still standing is evidence - perhaps - of the immunity conferred on it by all it symbolizes for the countless individuals and associations that have taken action to ensure its survival; for those in charge of the forces opposing each other at Dubrovnik who, despite the intensity of their hostility, have undertaken not to ruin its history; for the 163 States that attended the General Conference of UNESCO and, invoking the international obligations Yugoslavia has accepted, called on all the parties to preserve the nine sites in that country that are named on UNESCO's World Heritage List, including - of course - Dubrovnik; and for UNESCO's Director-General, who has made countless representations and approaches and has finally managed to send a UNESCO observation mission to the city.

So far, old Ragusa has been spared. One should probably not see in this the result of international political, diplomatic or even legal pressure but rather the influence of an idea that has made itself felt even in Dubrovnik: hands off our history!

The irresistible beauty of the palaces and churches, streets and ramparts of the old city gives us - all of us - something whose destruction could not be justified by any local, present consideration. It is a symbol that is more powerful than all of us.

René LEFORT

READEX FICHE



FOCUS

PAGES 6 to 16

DOES OLD ALMA MATTER ?

RETHINKING HIGHER EDUCATION

RECORDS

ALGERIA

SAHARA: MUSIC OF GOURARA

Many historical influences - notably Zénète (Berbers from the North), Bedouin and Sudanese - are reflected in the music of Gourara, a province of the Algerian Sahara 1,200 km south of Algiers. Populated by just over 60,000 people in about 100 oases, its musical repertoire has, over the centuries, and although on an unchanging base, taken on new functions and forms. Most characteristic is the *Ahellil*, or "long poem" of which "Salamo" is performed here by

a group of singers, a soloist, a flute player and a drummer. Among six other pieces are *Tagerrabt* and *Hadra* songs, a *Tebel* (bowl-shaped drum) song of the *Meharza* (the first nomadic tribes from Southern Arabia), and a Song for the insemination of the date palm.

● **ALGERIA. Sahara:Music of Gourara.** *Musics & Musicians of the World series. UNESCO/ Auvidis, 1991, Cassette 52 FF, Compact 109 FF.*

PERIODICALS

IMPACT of Science on Society

Science, technology and transport. This issue of **Impact** is on transport as a significant factor in the economic and social well-being of a country, whether it be highly industrialised or an essentially rural, developing one. It looks at some of the technological advances that have allowed the development of more effective and responsive transport systems and examines some of the societal and environmental implications of such changes. Articles in this issue include topics such as transport, environment and energy, transport in towns and cities, road freight transport and its management, the impact of road transport in the developing countries of Africa, modern railways, world shipping and air travel.

THE UNESCO COURIER

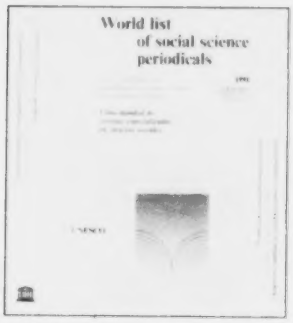
AL-ANDALUS: Where Three Worlds met.

The December issue of the Courrier focuses on the eight centuries during which the Iberian peninsula lived under Muslim influence and the exceptional co-existence of three cultures - Islamic, Christian and Jewish. It focuses largely on one period, that of the Caliphate of Cordoba, the brilliant city which was the setting for the golden age of al-Andalus. It relates how the foundations of Greek culture, and elements of philosophical knowledge from India, Persia and China were transmitted to Europe and how this Arab Spain linked Orient and Occident, past and future, Antiquity and the Renaissance. This issue also features an interview with famous actress and former Greek Culture Minister, Melina Mercouri.

BOOKS

WORLD LIST OF SOCIAL SCIENCE PERIODICALS

Published in a trilingual - English, French, Spanish - edition in UNESCO's *World Social Science Information Directories* series, this volume contains information on 4,459 periodicals published in 117 countries or, for 124 of them, by international and regional organizations. Each insert provides a brief indication regarding scope, orientation and subject coverage of the periodical in question, along with the title, name and address of the institution or individual with editorial responsibility. In addition to entries by country, the Directory includes alphabetical and subject indexes and a list of abstracting and indexing services.



● **World List of Social Science Periodicals,** *8th edition, World Social Science Information Directories series, UNESCO 1991, 1264 PP., 150 FF.*

BIOTECHNOLOGIES IN PERSPECTIVE : socio-economic implications for developing countries.

Part of UNESCO's Future-oriented studies, the book is a compilation of papers presented at the International Seminar on the Economic and Socio-cultural implications of Biotechnologies, convened by UNESCO in Vézelay, France in October 1990. The seminar focused on the consequences of the commercialization of an increasing number of biotechnology-derived products, which will co-exist with conventional products or will replace them. The book also presents conclusions drawn at the seminar, with a view to taking stock of available knowledge, identifying gaps in research and suggesting directions for further investigation.

● **Biotechnologies in Perspective,** *edited by Albert Sasson and Vivien Costarini, UNESCO 1991, 166 pp., 50 FF.*

NATIONAL AND SCHOOL-BASED CURRICULUM DEVELOPMENT

This booklet traces the origin of the School-Based Curriculum Development (SBCD) movement and examines its unique role within the framework of the national curriculum. Analysing arguments for and against SBCD, it compares the relative merits, in a country with different cultures and types of labour markets, of one national curriculum, and of SBDC for different provinces, regions or districts. Intended to help educational systems in creating an adequate balance and describing the limitations of curriculum planning of both types, this concise volume, No. 40 in the "Fundamentals of Educational Planning" series of UNESCO's International Institute for Educational Planning (IIEP), is authored by Arieh Lewy, Professor of Education at Tel-Aviv University, Israel.

● **National and School-Based Curriculum Development,** *by Arieh Lewy, Fundamentals of Educational Planning series No. 40, UNESCO/IIEP 1991, 125 pp., 40 FF.*

STAMPS

Two new UNESCO stamps, one representing the Citadel of Herat (Afghanistan - 3.40 FF), the other the Temple of Bagdaon (now Bhaktapur in the Valley of Khatmandu, Nepal - 2.50), have been issued by France to support and publicize UNESCO's programme for the safeguard of the world's cultural heritage.

Publications and periodicals are on sale at the Unesco Bookshop, or by order from Unesco Press, 7 place de Fontenoy, 75700 Paris, and in Member States through national distributors. Catalogue on request.

WILLIAM CARR : A FOUNDING MEMBER OF UNESCO WALKS DOWN MEMORY LANE

He came to UNESCO Headquarters in a wheelchair, but he was standing when he addressed the meeting on the status of teachers held during the General Conference. He had been invited to the celebrations commemorating the twenty-fifth anniversary of the Recommendation concerning the Status of Teachers, which he himself had drafted.

William Carr was one of those who, nearly half a century ago, helped to build the international system, in particular UNESCO, which was expected to establish an era of peace. He was born at Northampton in England and studied at Stanford and Red Deer (Alberta, Canada) before becoming a teacher at Glendale in California and an official in teachers' associations.

As early as 1943, during the darkest period of the Second World War, he wrote a book outlining a new postwar approach to education that would work for peace and international cooperation.. On the strength of it he became an adviser to the American delegation at the San Francisco conference which, in the spring of 1945, created the United Nations, and proposed the setting up of an organization specifically concerned with intellectual co-operation.

FROM UNECO TO UNESCO

No longer very steady on his feet but still sharp-eyed, he spoke of the London conference that opened on November 1 of that year and laid the foundations of an organization intended to *"construct the defences of peace in the minds of men"*.

What was his most vivid memory as one of the last survivors of that meeting? Without hesitation he replied : *"the cold"*.

The war had left its mark not only in people's minds. *"We met in the Engineers' Hall, because it was one of the few places in London that hadn't been wrecked. It was a very cold*

WILLIAM CARR
(Photo UNESCO/Inez Forbes).

winter," he recalled. *"The meeting started out as a United Nations conference on education and culture, with no mention of science"*, he continued. But scientists exerted strong pressure to be formally included. *"One of the delegates - the Chinese, I think - said UNECO was too hard to pronounce. Let's call it UNESCO. Such a powerful argument won complete support, and that's how it was called."*

What about communication? As far as he could remember (and his recollections are extraordinarily sharp), not a single word was said on the subject at this first meeting. Perhaps the founding fathers did not foresee how much the means of communication would expand in the next few decades. About 50 people attended that conference. The American delegation was led by Archibald MacLeish, while the French one was led by Léon Blum. China was represented, but not the USSR.

"The question of the programme came afterwards and was thrashed out between the meeting in London and the constituent conference in Paris the following year", says Carr. He has no doubt that he would do it all again if he had to, and in the same way. The only difference was that at the time "everything was *la vie en rose*".

The founders of the international community saw themselves as inaugurating *"progress all along the line"*. He is *"still optimistic, but not as rosy as I used to be : we've spent almost half a century building armaments, using up a considerable part of the world's resources."*

Turning to education, the man who founded and directed from 1946 to 1972 the World Confederation of Organizations of the Teaching Professions regretted the harm caused by the hostility *"between quantity and quality"*. *"Everybody wants to go to school and receive a first-class education and their right to do so should quite simply be respected."*

A pioneer of education in the post-war period, he does not have much sympathy for the student revolts of the 1960s. Asked if the deep student malaise that found such a vigorous outlet at the time had received an answer, he stiffened and exclaimed : *"Of course they received an answer, but I don't know whether they understood it : they were too busy demonstrating"*. For him, only *"time"* can calm down that type of hotheadedness.

AS ACTIVE AS EVER

He has given up his functions at the head of teaching organizations and is *"no longer active"*, he says. Yet, at the age of 90, he has just completed a monumental work on Benjamin Franklin. He is also working on a film about the qualities of a *"good teacher"*, in which one of the roles is played by Whoopi Goldberg and travels to Paris to visit the Organization he founded...

His thoughts always return to UNESCO. He regrets that the long absence of another Member State of the Security Council (1) has been followed by the absence of countries like his own. He readily admits that large international organizations have their share of bureaucracy. Would it have been possible to design them more flexibly at the start? *"But how? Every system of government breeds bureaucracy. I live in Washington, D.C. and I can see that bureaucracy flourishes there as I've seen it here in Paris. Maybe even more"*.

Underlining *"the changes introduced by Federico Mayor"*, he adds that if *"the United States had good reasons to leave"*, they *"have good reasons now to come back - the sooner the better"*.

Nicolas MICHAUX

(1) The USSR did not occupy its seat at UNESCO until 1954.

● The Executive Board of UNESCO elected its **FIRST CHAIRWOMAN EVER** on November 7. Canada's Ambassador and Permanent Delegate to UNESCO, Marie Bernard-Meunier will hold the post for two years. The Executive Board is UNESCO's second decision-making body. On her election, Bernard-Meunier said she hoped the Executive Board will develop into a place of *"meeting and dialogue, creation and innovation"*, in order to give UNESCO the intellectual vitality to respond to the challenges of great ambitions its Member States have for the Organization. The Director-General, Federico Mayor, said he was sincerely happy to see a woman elected to this post for the first time in UNESCO's history.

DOES OLD ALMA MATTER ? RETHINKING HIGHER EDUCATION

Universities are in crisis, in the East as in the West, the North as in the South, suffocating within rigid, out-dated structures, poorly adapted to the modern world. "If they do not change" writes the eminent Latin American educator, Carlos Tünnermann Bernheim (Nicaragua), in this month's FOCUS, "universities will be turned into museum pieces." (pp. 7-8). Against an eloquent statistical background (pp. 12-13) our dossier describes UNESCO's efforts towards international cooperation through the recognition of studies and diplomas (p. 10) and a new programme, UNITWIN (p. 15). Other articles explore the reinforcement of regional cooperation in Asia and Oceania (p. 11), Latin America and Europe (pp. 15-16), and, in the case of Africa (p. 14), take a look at how universities are coping with limited resources. Finally (p. 9), IAU President, Walter Kamba, tells how he focused the role of the university in post-independent Zimbabwe.

Created during the first centuries of this millennium as a result of a change in the thinking of mankind and in social relations, universities are about to enter a new millennium in a situation of crisis and in a world undergoing profound transformations. These transformations, which in an incredibly short time have created a completely different and much more promising international scene, stem from love of freedom and a renewal of faith in democracy. The emergence of more participatory societies will certainly be a feature of the nineties, the last decade of this century.

These processes necessarily affect our expectations of universities and of higher education in general. Demands connected with the scientific and technological revolution in turn have an impact on academic structures and force them to adopt an interdisciplinary approach as the most adequate response to the nature of contemporary knowledge.

The crisis in higher education is therefore a crisis involving change, in-depth revision of its objectives, missions, tasks and organisation and methods of work.

Higher education is facing the challenge of coming to terms with change as one of the characteristics of our times and, by the same token, of training graduates to respond to social change and to the rapid development of knowledge and skills. This means that universities must be constantly prepared to review their teaching structures and programmes, since crisis becomes more acute when the need for change coincides with rigid academic organisations and educational traditions that ascribe more importance to form than to cognitive content.

Federico Mayor, Director-General of UNESCO, has said that we need *"universities adapted to the pace of life today, and to the different characteristics of each region and each country. Institutional and conceptual changes in universities are therefore an essential part of overall change and the transformation of society, all of which are needed urgently as we approach the threshold of the next millennium"*. The options are quite clear: if the universities do not meet these new demands, other institutions will, and in so doing they will turn the universities into museum pieces.

We must therefore not be surprised that widespread concern about higher education and its ability to respond to new and changing situations is a major preoccupation in the world today.

What are the main problems facing higher education? Without claiming to have drawn up a complete list, we can identify the following:

Firstly, the challenge of dealing with constantly rising enrolment without sacrificing the quality inherent in tertiary education. The number of students in higher education worldwide is estimated at 61 million (1989), with women more numerous than men in certain professional fields and accounting on average for nearly 45 per cent of total enrolment. The requirements of quality are not necessarily incompatible with increased enrolment, in view of advances in modern education technology.

"More" does not mean *"worse"*, according to Sir Eric Ashby, but it does mean *"different"*. Mass education, like mass production, is somewhat different from tailor-made education or production. Distance higher education must play an increasingly important role in the task of tackling the quantitative problem, hence the variety of experiments that have been introduced into higher education activities today.

DEMOCRATIZATION

The problem of democratization cannot, however, be solved simply by increasing enrolment in higher education, it must be rooted in the lower levels of education. Higher education today continues to be the privilege of a very small segment of the age-group concerned, even though a growing number of lower middle class young people now go on to higher education. It is estimated that only about 15 per cent of young people worldwide have the opportunity to do so.

In addition to concern about quality, there is the problem of the relevance of the

studies pursued. The lack of connection between the output of higher education, in terms of graduates' knowledge and skills, and social needs gives rise to some of the harshest criticism levelled against the higher education system, whose financial requirements keep on rising and compete for funding with other levels of education.

In Latin America, for example, they account for 23 per cent of public expenditure on education. It is thus very important both for educators and for politicians to find a satisfactory answer to this problem which, moreover, is linked to unemployment or underemployment of graduates, a common phenomenon even in Third World countries in dire need of qualified human resources.

Higher education that lays more emphasis on learning processes than on teaching is less likely to fuel under- or unemployment since graduates will be more capable of adapting to change and, to a certain extent, of creating their own jobs.

The challenge will consist in combining Edgar Faure's now classic *"learning to be"* with the new *"learning to take the initiative"* so dear to Federico Mayor. The increasing complexities of contemporary society require the university graduate to combine a high degree of specialisation and technical qualification with sound general training which will make it possible for her or him to confront the changing world.

Universities today are thus being faced with new dilemmas of education. Such experience is usually so valuable that it would be helpful to bring those who have succeeded in their own field of activity without professional qualifications into university lecture rooms, to make it possible for their life experience to enrich academic education. But higher education institutions will not make the most of such opportunities if they insist on clinging to traditional approaches. It is therefore imperative for rigid archetypes to be superseded by the most flexible possible academic structures and practices.

The view of post-secondary training as a systematically organised whole, involving the possibility of interrelations between different courses, very clear links with the world of work, and the award of intermediate degrees and diplomas to students who decide to diverge from a set course to some point, is gaining more and more ground.

A country's post-secondary education system should therefore encompass universities and all non-university higher institutions as well, interlinked to provide young people with a full and varied range of educational opportunities, all of which should allow both for early entry into the world of work and for the continuation of studies up to the highest academic levels.

The adoption of the lifelong approach to education is perhaps the biggest success story in the history of higher education during the second part of this century. Higher education institutions are no longer institutions for young people only. They are now being attended by ever larger numbers of senior citizens. If we consider universities to be centres for the updating of knowledge throughout life, it is surely a natural part of their mission today to cater for the requirements of lifelong and continuing education.

ADVANCEMENT OF KNOWLEDGE

Universities' natural functions of teaching, research and service can be properly balanced only if these functions are all helping to carry out the university's basic task, which is to train professionals by providing them with the appropriate knowledge and skills while at the same time contributing towards the advancement and expansion of knowledge.

Higher education will draw closer to civil society and to the productive sector if it fulfills its own distinctive functions. Relations with the productive sector, especially industry, are a new and promising field of investigation for universities, and could be beneficial both to the business world and to academia, provided the aim is not to reduce universities to cogs in the wheels of the market economy.

If higher education is the head and not simply the crown of the education system, its responsibility towards education as a whole is more than merely producing teachers.

It should see itself as an education laboratory for the twenty-first century, carrying out socio-educational research and testing innovative educational technologies that might help to solve severe national education problems.

World society now in the making raises questions regarding the contribution higher education could make towards solving the global problems of humanity. The promotion of peace and international solidarity, environmental preservation, the cultural dimension of development and the assertion of national and cultural identities are becoming increasingly important items on the agenda of higher education.

All these concerns converge in the *"culture of peace"* and the *"ecological culture"* within the framework of the concept of sustainable development.

P. Hervé Carrier was right when he told us that the only proliferation in which universities should be involved was the *"proliferation of peace and democracy"*.

Lastly, the concept of the *"critical university"* as a place where, to use the words of German philosopher Karl Jaspers, society permits *"the keenest awareness of the times to flourish"*, should now be complemented by the concept of the *"anticipatory university"* looking firmly to the future, making future-oriented reflection one of their central concerns, prefiguring possible scenarios, and anticipating rather than being led by events.

Carlos TÜNNERMANN BERNHEIM
Chairman, Special Committee
UNESCO's Executive Board

UNESCO AND HIGHER EDUCATION

UNESCO's action in the field of higher education involves, primarily, the promotion of regional and interregional co-operation through its own regional offices, and the launching of networks which operate under the responsibility of participating institutions or specialized NGOs.

A programme of studies, research, training and information exchange further aims at improving the quality, pertinence and efficiency of systems and institutions, thus helping them adapt more effectively to modern society. Other activities are designed to promote recognition of degrees and diplomas, and the mobility of students.

UNESCO collaborates closely with universities and other institutions to strengthen national and regional science and technology education, particularly those aspects concerned with sustainable development. Not least, the Organization undertakes pedagogical research and training to reinforce the role of higher education in the promotion of "Education for All."

IN SEARCH OF A 25-HOUR DAY

IAU President Walter Kamba, remains a landmark figure in the field of higher education.

Professor Walter Kamba is a man pressed for time. *"If I can get 25 hours in a day, it would be a great achievement,"* he told a journalist who had been hounding him for days for an interview. This time-seeking man is in his last months as Vice-Chancellor of the University of Zimbabwe.

Born on September 6, 1931 in the small farming town of Marondera, about 70 km east of Harare, Kamba became the first black Vice-Chancellor of the newly independent country's sole university at a time when it was seen as an *"ivory tower"* without much relevance to the development of the country. As Kamba says, *"From the outset, it was obvious that, for the university to play its rightful role in society, certain steps had to be taken. Firstly, there was the need to underline the centrality of the university's role in development. But to fulfil this role the university must be guided by a commitment to excellence and relevance."*

Since 1981 when he took over, enrolments rose from less than 2,000 at independence to more than 10,000 today. Over 20 new degree programmes were introduced and the curriculum was reformed.

Yet, the university has been almost continuously a construction site. At his last graduation ceremony in July when he announced his retirement, Kamba recalled: *"A former Chancellor who had not visited the campus for a period of six months discovered, at his peril, that he was unable to find his way to the Vice-Chancellor's office even under police escort".*

A PROFESSIONAL AT HEART

A stocky, greying soft-spoken man, Kamba's sing-song voice belies a razor-sharp intelligence. His efforts for the creation of a second university to meet future demands finally paid off this year when the National University of Science and Technology was set up in Bulawayo, Zimbabwe's second largest city.

Kamba's era as Vice-Chancellor has not been without problems, particularly over the past four to five years when the university has been ridden by a series of student clashes with the police, at one time leading to its first closure since independence. Says Kamba, *"I would accept professional problems as an integral part of the dynamism of the university enterprise. There are no problems or issues that cannot be rationally resolved ."*

Addressing Zimbabwean President Robert Mugabe, who is the Chancellor of the university, in July, he said: *"Your Excellency and Chancellor, there are too many fingers in the affairs of the university, non-professional fingers with a wide range of agenda. I accept that we live in times in which the only constant variable is change. But for me professionalism is at the root of academia. I am a professional at heart. I am a professional by experience, dedication and commitment. I have never and will never play games. When my epitaph comes to be written, I will be satisfied if the inscription reads - here lies a man whose master was his own conscience."*

As if to reassure those who might have taken his statement to mean a final goodbye, Professor Kamba added : *"I remain commited to academia and higher education in the country and will continue to make my contribution while discharging my international responsibilities."*

His ready sense of humour has served him well in his professional life. Says Alexa Draxler of UNESCO's Higher Education Division who has attended many meetings chaired by Kamba: *"He has great authority without being an authoritarian. He is a man of great charisma".*

The saying goes that behind every successful man there is a woman. But his wife Angeline, a professional in her own right, stands firmly beside him. The head of Zimbabwe's national archives after independence, she was appointed public service commissioner last year.

A father of two, Kamba's professional achievements and international recognitions are daunting. After graduating from the University of Cape Town, he went on to obtain an LL M from Yale Law School, two honourary doctorates from University of Dundee in Scotland and Rhode Island University in the U.S. Before coming back to Zimbabwe as professor of law at the university in 1980, he taught Comparative Law and Jurisprudence at the University of Dundee, Scotland, until he became Dean of the Faculty of Law there.

In 1983, he was awarded the prestigious Officier dans l'Ordre des Palmes Académiques, considered France's crown of an academic career. In 1991, he became a fellow of the World Academy of Art and Science and in 1985 he was named Zimbabwe's top manager of the year in recognition of the major role he had played in transforming an elitist institution into one which responded positively to the needs of the nation.

His international commitments are too varied and numerous to be cited in full. Suffice it to say that he is President of the International Association of Universities (IAU). UNESCO's leading partner in the field of higher education, the IAU is an NGO set up under the auspices of the Organization. At present, the number of member institutions stands at around 1000 in some 120 countries.

Kamba is also a member of the Zimbabwe National Commission for UNESCO, on the Board of Governers of the Canadian International Development Centre, member of the Council of the United Nations University in Tokyo of which he was chairman in 1985 to 1986...

With so much on his hands, no wonder Professor Kamba wishes he could have 25 hours in a 24-hour day.

Emelia SITHOLE
Ziana, Zimbabwe

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KNOWLEDGE - A BASIC HUMAN RIGHT

Legal consultant, Monique Chemillier-Gendreau, pleads for reciprocal recognition of diplomas and degrees.

A new world order is gradually emerging after the momentous changes that have rocked the world this century. This world is due at least in part to our own efforts , or rather to the determination of those who govern us. Among the imbalances we have inherited, there is one whose consequences are of fundamental importance - the injustice caused by the appallingly low standard of education in some communities.

Access to knowledge, education and culture are among the human rights which are protected by the international instruments now in force (Article 13 of the International Covenant on Economic, Social and Cultural Rights), but which cannot be implemented in the many countries struggling with growing underdevelopment. The fact that their budget for education and training is steadily decreasing is a grim portent.

SHARING KNOWLEDGE

Solidarity is the need of the hour. The pooling of knowledge must be encouraged, organized and guaranteed. A major obstacle is the non-recognition of degrees and diplomas outside national boundaries. In some cases, students who have begun their education in one country cannot continue their studies in another, even if the specialization they seek is in fact only taught abroad. If they come from a poor country with no laboratories or libraries, they will be doomed to a poor person's education. If they come from a country which is not poor but in which the teaching of certain subjects is restricted with regard to content or a particular doctrine, their knowledge will be impoverished accordingly. Only the reciprocal recognition of degrees and diplomas can promote genuine intellectual exchange.

UNESCO is obviously the ideal candidate for the job . It was initially approached from the regional angle : from 1974 to 1983, six major regional conventions were drafted and implemented. Their aim was to encourage signatories to enter into agreements among themselves on the recognition of studies and diplomas in higher education.

The agreements cover the following areas : Latin America and the Caribbean (1974); Arab and European States bordering the Mediterranean (1976); Arab States (1978); European (1979) and African (1981) nations; Asia and the Pacific (1983).

A committee was set up for each Convention to encourage its application and develop co-operation between the States, including those that had not ratified the regional convention. These committees are a means of gauging the success of the efforts made thus far and of evaluating difficulties .

However, the main aim has always been the adoption of an international convention. At its twenty-fifth session (1989) the General Conference of UNESCO adopted a resolution instructing the Secretariat to submit a draft convention at its twenty-sixth session. A draft was accordingly prepared which would have constituted a considerable step forward had it been adopted.

But at the crucial moment a number of reservations were expressed. Some wanted a less binding text, whereas others felt the time was not yet ripe. The most uncertain were those who had the most to offer. It was pointless to try and force a vote and it was decided to put off the adoption of a universal Convention until the next session (1993) while continuing to work for a broader and more thorough application of the regional conventions.

DIVERSITY, NOT UNIFORMITY

Nonetheless, the proposed text would have represented considerable progress. Is it likely to be substantially improved in the space of two years ? Will the regional framework be conducive to the type of progress desired ? The regional context is more often than not a homogeneous one, whereas the objective is to promote exchanges based on diversity.

The right to knowledge is a basic human right and the only available vaccination against acts of barbarism or the threat of regression. There is such a thing as a right to collective knowledge. It consists of state-of-the-art technologies which today are based not only on spectacular breakthroughs in mathematics and physics, but also on research in the social sciences (philosophy, linguistics, epistomology and sociology). Otherwise, inventions could well backfire on the human race.

We also need to preserve values that have been handed down over the centuries in all their diversity because they constitute the essence of culture. Modernity is dangerous if it leads to uniformity. This diversity must not only be preserved but made accessible. The reciprocal recognition of degrees and diplomas in higher education is a step in the right direction. It promotes the universal exchange of knowledge without requiring the renunciation of individuality.

Monique CHEMILLIER-GENDREAU
Professor of Law,
Université de Paris.

A FOUNDATION FOR REGIONAL COOPERATION

Universities share experience and expertise through UNESCO's Asia-Pacific Network.

Higher education occupies a critically important place in the Asia and Pacific region, where it is recognized as both an index and a means for development.

The phenomenal growth of this sector is reflected in the rising numbers of universities, colleges and institutes, the increase in research output, and the constantly expanding student population. In the developing countries of Southern Asia, the number of students doubled, from 3.2 to 6.6 million, and, in Eastern Asia and Oceania increased over sixfold, from 1.3 to 8.2 million between 1970 and 1988. Surprisingly, however, there have been few opportunities for co-operation among universities and scholars of the region, interaction of this sort mainly taking place on a North-South, rather than a South-South basis.

And yet regional co-operation in higher education has a major role to play in enabling developing countries to share, and often pool, their experiences and expertise. It also provides a focus for problem-solving, and a means for ensuring complementarity in development efforts.

The region's wide diversity offers multiple opportunities for cross-fertilization through technical and intellectual cooperation which, at university level, can also help focus attention on new development problems and priorities.

It was for all these reasons, that UNESCO, in 1983, launched the "Regional Co-operation Programme in Higher Education for Development in Asia and the Pacific".

Today, 70 universities and research institutions in 17 countries (Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Viet Nam, Thailand and USSR) participate in a network through which Programme activities are developed, implemented and evaluated.

The institutions have also formed "consortia" for three major project areas: innovation; policy, planning and management; and special research studies.

To date, the Programme has helped train and orient some 1,200 teachers and administrators through over 70 regional and national workshops and study visits. Covering a wide variety of subjects, these have been devoted to planning and management, financing, distance education, staff development, counselling for women students, computer applications, or again the contribution of higher education to the development of the whole education system, notably universal primary education and the eradication of illiteracy.

In addition to the establishment of networks among institutions in the region, the Programme has also, over the years, produced a large number of studies, reports, monographs and handbooks.

DISTANCE EDUCATION

One of the areas in which co-operation is most evident and solid is that of distance education. The Asian Association of Open Universities (AAOU), whose Secretariat is at the Sukhothai Thammathirat Open University (STOU) in Thailand, now counts 13 leading open/distance teaching universities among its members These universities enroll more than one million students in a wide variety of courses, from child care and farm mechanics to PhD courses.

AAOU has its own programme, including training activities, regional and international seminars, and publications. The distance education network's newsletter "Never too far", published by STOU in co-operation with UNESCO's Principal Regional Office in Asia and the Pacific (PROAP) has a worldwide circulation.

Most recently, AAOU organized two international conferences: one on inter-active media in distance learning at the Universiti Terbuka (Open University), Indonesia, in 1990 and another on face to face communication in distance education at the Open University of Sri Lanka, in 1991. Each was attended by over 150 scholars and experts not only from Asia but also from other parts of the world.

UNESCO is represented at the annual meeting of AAOU and, in addition to financial support for "Never too far", makes a small contribution to publications produced by a number of other AAOU members.

Another significant result of stepped-up co-operation is the Distance Education Regional Resource Centre (DERRC) to which nine leading open/distance education universities are contributing. Also at STOU, it has set up a computerized database providing information on programmes, courses and personnel at institutions in the region. A video programme is also being prepared to help users make the most of DERRC which functions in close co-operation with UNESCO PROAP and AAOU.

Through all of these programmes, one can say that a solid foundation for regional co-operation in higher education has been laid. We must now continue to build on it

Muhammed SELIM
Higher Education Specialist, Melbourne, Australia

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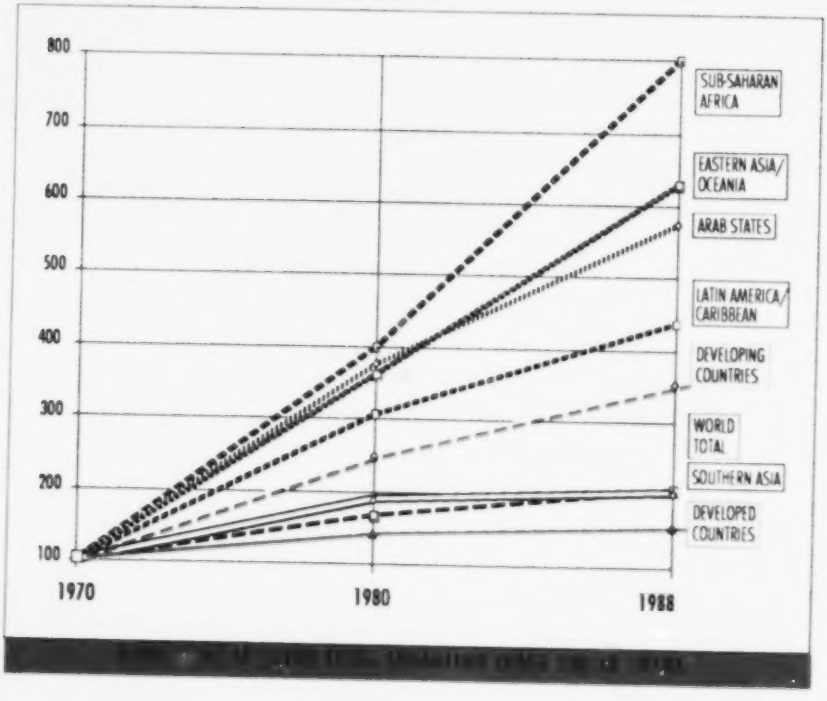
HIGHER EDUCATION :

Third level education is constantly expanding, particularly where it was most needed - in the Third World. But its access remains very unequal and its cost relatively higher in the poorest countries.

AN EXPLOSION IN NUMBERS

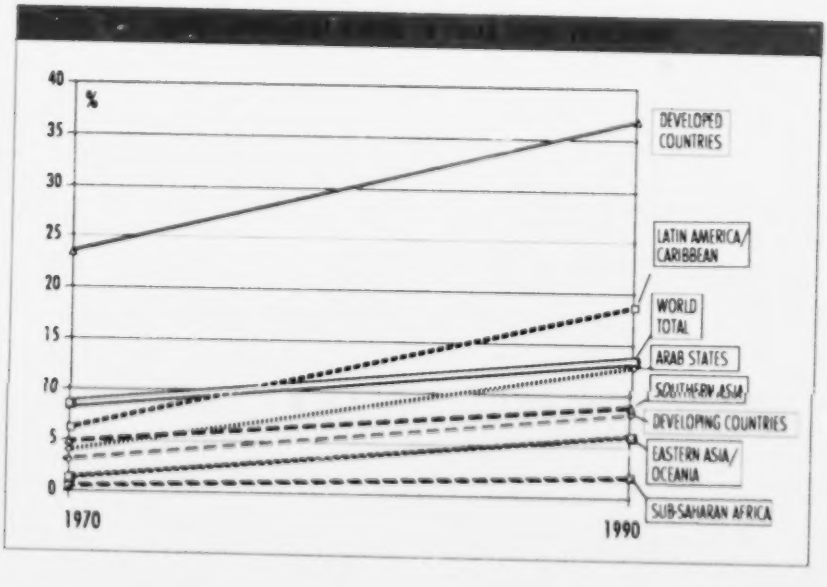


From 28.2 million in 1970 to 47.5 in 1980 and 58.4 in 1988, the number of students at university level in the world has more than doubled in twenty years.

It is in the Third World, where higher education was at its most embryonic stage, that the increase has been most spectacular. Between 1970 and 1988, the number of students has multiplied eightfold in sub-Saharan Africa, sixfold in Eastern Asia, the Pacific and the Arab States, by four and a half in Latin America and the Caribbean and doubled in Southern Asia. The least developed countries have seen a five per-cent increase.

At 56%, the growth rate is much more modest in the developed world. However, this is logical because enrolment in higher education insitutions had long reached a much higher level than in developing countries.

INEQUALITIES OF ACCESS

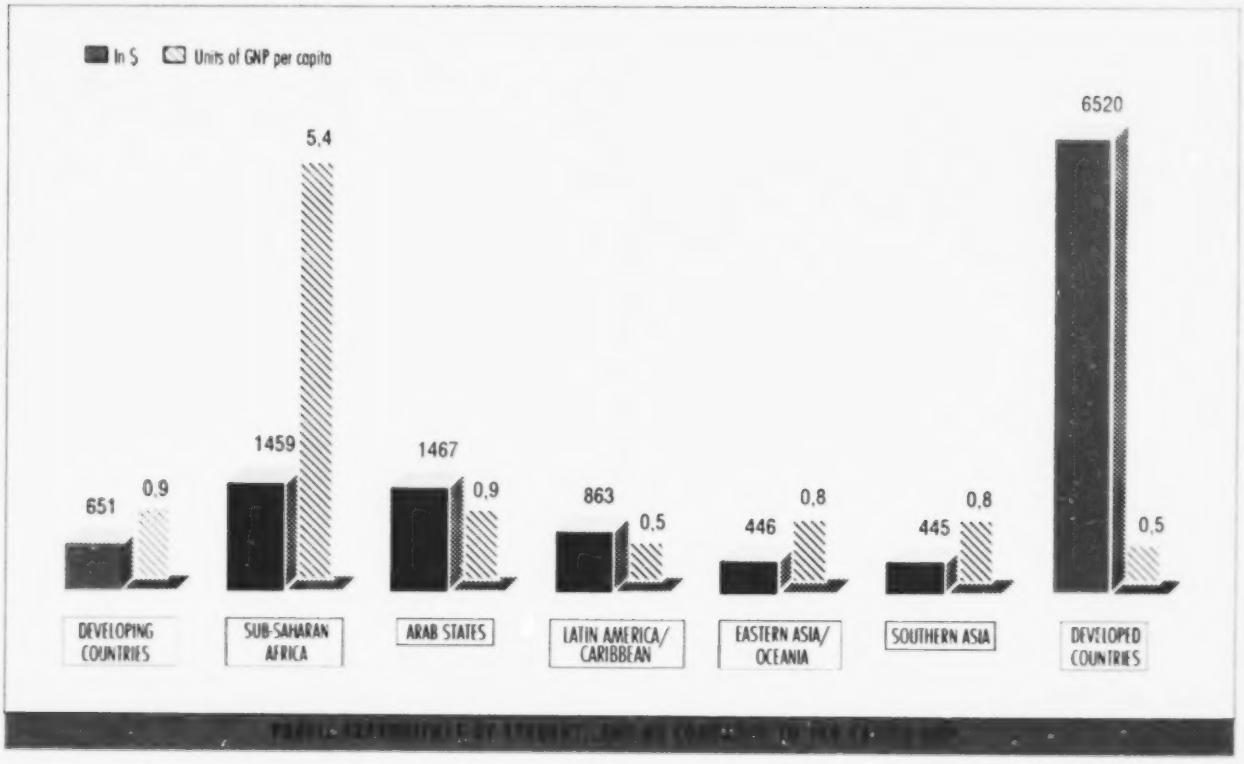


The table opposite shows enrolment ratios in higher education. This is only an approximate indication for an age group which varies from country to country - students do not enter university at the same age everywhere but, in general, the age group ranges from 18 to 23.

On a global level, 13.5 % of this age group were enroled in university in 1988, up from 8.5 % in 1970. For developed countries the percentage is 36.8 as opposed to 8.3% in the developing world. In other words, the chances for young people from *an industrialized* country to continue their studies after leaving school are four times greater than in a developing country, and 17 times higher than in sub-saharan Africa, the world's most defavourised region.

GROWTH, EQUALITY OF ACCESS, AND COST

COST PER STUDENT



This graph shows two types of information on public expenditure per student at university level, either in absolute figures (U.S. dollars), or as compared to per capita GNP in the region under consideration.

In other words, if the annual per capita GNP in the region is 500 dollars, and public expenditure per student comes to the same amount, this comparison will appear as a one to one ratio.

First observation: for developing countries in general, the cost per student is about 10 times lower than for the industrialized countries, that is, 651 dollars compared to 6520 dollars (1988).

But this ratio has been widening over the last 15 years: in 1975, the cost per student in the industrialized countries was only seven times higher than in developing countries.

Second observation: this cost varies widely according to different regions of the Third World. It ranges, for instance, from 445 dollars in South Asia to 1549 dollars in sub-Saharan Africa.

Third observation: this cost is decreasing in sub-Saharan Africa - where it ceilinged at 3521 dollars in 1980 - in Latin America and the Caribbean, and in East Asia and Oceania. By contrast, it is constantly increasing in the industrialized countries.

Fourth observation: in general, the poorer the region, the higher the relative cost per student.

Whereas in the industrialized countries the average annual public expenditure per student represented about half of GNP per capita in 1988, this ratio rises to 2.1 for the least developed countries and to 5.4 for countries in sub-Saharan Africa where it went as high as 13.4 in 1970.

As a general rule in the Third World, the relative weight of university level education is higher than in the industrialized countries even if, with the exception of the Arab States and South Asia, it has been decreasing for about a decade.

These statistics are all the more interesting when one compares them with overall statistics for the sector - excluding third level education. The relative cost per pupil then emerges as about the same for industrialized and for developing countries.

Source : World Education Report 1991
Graphics : A. Darmon

MAKING THE MOST OF LIMITED RESOURCES

Questioning their role in helping resolve the deepening crisis, African universities aim for greater managerial efficiency and cost-effectiveness.

It was with a great sense of optimism that, in 1972, participants at a workshop in Accra (Ghana) declared: *"The African university must be committed to social transformation, economic modernization, and the training and upgrading of all human resources, not just of a small elite"*.

Held under the auspices of the Association of African Universities (AAU), the event, now viewed as historic, was the first major meeting of leading African academics.

A decade later the optimism had been replaced by a mood of growing pessimism. African countries, facing serious economic and other problems, were beginning to question the role of the university in the search for solutions to the deepening crisis.

This became a common theme among Vice-Chancellors, Rectors and Presidents of African institutions of higher learning during the 1980s.

SELF-RELIANCE

Thus in 1985, in the capital of Swaziland, these leaders adopted the Mbabane Programme of Action.

Accordingly, their universities promised to *"Pursue with more vigour the review of curricula, course offerings and research emphasis to ensure that they reflect the urgency of the crisis and the demands of self-reliant and self-sustaining development, and to train the men and women urgently needed for such a transformation"*.

Six years down the road, African universities have not made good these promises.

Because of the economic situation, many of them have been inadequately funded and some have experienced a brain drain. It is estimated, for instance, that, between 1984 and 1987, 30,000 African graduates left their countries and work mostly in the industrially developed world.

Thus these institutions have suffered from a shortage of both financial and human resources, while the number of students has continued to rise – increasing eight-fold in Sub-Saharan Africa, from 100,000 in 1970 to 800,000 in 1988.

To make matters worse, the 1980s saw heightening tensions between the state and the university, often due to student protests motivated by economic considerations, including poor meals in halls of residence, or by what students saw as an unfavourable and undemocratic political environment.

As the decade drew to a close, attention was increasingly paid to the need for efficiency and cost effectiveness in the face of dwindling financial resources, and to the issue of relevance of the university and its products to the African environment.

Recognition of the central role of the university in African development still goes unquestioned.

Thus a World Bank document declared that *"Even in their current depressed and fragile state, universities in Africa represent a nation's largest reservoir of expert knowledge"*. But there continues to be a critical shortage of top specialists, and a growing realization that senior administrators and academics need to be kept abreast of new developments in management, teaching and research.

It is in this context of increased awareness that three seminars on higher education governance and management in Africa are being organised by the AAU and UNESCO in the framework of its "Priority Africa" Programme.

The first seminar, for Vice-Chancellors, Rectors and Presidents, took place at Legon University in Accra, Ghana, from November 25 to 30, while the two subsequent seminars, for Deputy Vice-Chancellors and Registrars respectively, will be held in Dakar and Cairo.

Three principal themes are being explored: the nature and functions of the African higher education institution; leadership and organization; and resource planning/allocation and cost effectiveness.

EXCHANGE VIEWS

Deliberations on these themes, being led by outstanding academics and administrators, are designed to provide African educators with an opportunity to reflect and exchange views on their institutions. As a result, they hope to enhance managerial effectiveness to make optimal use of limited resources and improve the quality of teaching, research, and higher education in general.

There is obviously a need to build on the momentum these seminars are going to create. This is where the author of this article advocates the creation of an institutional structure.

Working hand in hand with the AAU and international organizations like UNESCO, such a structure would help African universities to exploit their resources to maximum benefit and realize their potential for influencing economic and social development in Africa.

It would also incite them to adopt new attitudes and strategies and thereby improve their delivery capacity and their status in society.

Emmanuel NGARA
University of Zimbabwe

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NEW TAILOR-MADE PROGRAMMES

UNESCO launches university twinning scheme.

UNESCO has just launched a new programme designed to give fresh impetus to inter-university co-operation through a variety of twinning and other linking arrangements. The plan, called UNITWIN, and its associated scheme for a system of UNESCO sponsored International University Chairs (UNESCO Chairs), is scheduled to move into full swing next year (1992).

"Twinning in the classic sense is only a starting point," explains Marco Antonio Dias, Director of UNESCO's Division of Higher Education and Research. *"What we're aiming at is something far more dynamic. In any case, UNESCO does not want to substitute itself for bi-lateral arrangements which already exist between universities in the North and in the South."*

With UNESCO as catalyst and co-ordinator between participating organizations, institutions and funding sources, the idea is to establish a UNESCO Chair, sometimes more appropriately termed "programme", in the field of education, science, culture or communication which will then foster creation of a Centre of Excellence and, in turn, constitute the nucleus of a network.

"In the long run," said Dias, *"We hope, of course, to strengthen or form new cooperative arrangements between institutions in the industrialized and the developing countries (North-South). Just as important is the reinforcement of regional, subregional and interregional networks which will lead to strong and durable links between universities and scientific institutions along South-South and East-West axes."* Since the project was announced, requests from universities in need of help have, understandably, been pouring in.

Prof. H. Schlagbauer, Principal of the present University of Namibia, for instance, describes countless obstacles facing the newly independent country and its efforts to transform the University from a teaching oriented undergraduate institution to one (the National University of Namibia) that offers postgraduate degrees up to doctoral level. He writes: *"The setting up of UNESCO Chairs in subjects of critical importance seems to me about the only way of providing continuity and high level of academic performance where staff has a high market value, as e.g. in economics, computer science and statistics."*

FOCAL POINTS

In the same way, at least a dozen twinning or other arrangements have already been set up or are at a well-advanced stage of preparation.

Among these, a UNESCO Chair in **Educational Sciences** at the Ecole Normale Supérieure of the University of Dakar (Senegal) will serve as focal point for the upgrading of teacher training, educational policy and management, etc. at the heart of a network of West African institutions.

In Amazonia, a UNESCO Chair in **Environmental Studies** at the University of Para (Brazil) will serve as nucleus for a network bringing together universities in eight Amazon basin countries. This network (UNAMAZ) will be linked with another UNESCO Chair in the same discipline at the University of Quebec (Montreal, Canada).

In East Africa, a tight cooperative arrangement within UNITWIN for upgrading the **Biomedical Sciences** brings together universities in Angola, Botswana, Mozambique, Namibia, South Africa, the Zambia and Zimbabwe which, at the same time, are "twinned" with the University of Utrecht (the Netherlands).

Yet another network, for postgraduate studies in **Human Rights**, is being set up with a UNESCO Chair at the University of Paris I (Sorbonne) linked to others at universities in Venezuela, Hungary, Czechoslovakia, etc.

"You could, in a way, say that this programme corresponds perfectly to the job of fostering international intellectual cooperation which UNESCO was set up to do over 40 years ago," concluded Dias *"the difference is that UNITWIN is more articulated, more flexible, thus, we think, more effective."*

Flexibility is, in fact, a key word in the UNITWIN concept which, according to Director General, Federico Mayor, *"can help to bring about the rapid transfer of knowledge by means of tailor-made programmes that correspond to specific needs."*

Betty WERTHER

UNIVERSITIES AND THE WORLD OF WORK

A regional centre forges new links with the productive sector.

An ivory tower of knowledge, higher education has long been possessive of its borders. But now, whether it likes it or not, it has been forced to open up to its surrounding environment. This is a trend whose magnitude can only increase with socio-economic pressures.

It's an understatement to say that universities and companies have had a cat and dog relationship. Many businessmen, proud of having created empires with their energy rather than a diploma, look askance at young people fresh from university. Nonetheless, the complexities of production demand more and more qualifications and a constant freshening of knowledge. But academics are equally suspicious and are quick to denounce concepts of profit and economic rationality in the transmission of culture and the humanist tradition of which the university is a principal heir.

It is in this context that an experiment conducted in Latin America is particularly interesting. The aim was to associate faculties and companies as partners of the future. CRESALC, UNESCO's regional centre for higher education in Latin America and the Caribbean, was the brain behind this idea.

But there was a point of departure, underlined CRESALC officials based in Caracas: *"In financial terms it would be very advantageous to build links with the pro-*

ductive sector". This could in fact be the answer to one of the big dilemmas facing universities: how to cope with the massive influx in universities and the prohibitive cost of increasingly sophisticated equipment when the budget is more and more limited?

The academic community, underlines CRESALC, can greatly benefit industry, because of its *"enormous potential in scientific, technological and human terms, left unexploited so long"*. CRESALC has begun studies in eight countries (Argentina, Brazil, Chile, Mexico, Venezuela, Colombia, Costa Rica, Ecuador) in an attempt to evaluate needs and means of fulfilling them - through ongoing training, apprenticeship, joint participation in projects... The increasing number of foundations and other institutions created by universities in the continent to serve as bridges to the business world is a promising sign. Such structures are often indispensable to avoid the delays and constraints inherent in the university system. Certain universities have even sponsored the creation of study and training centres to sell their services.

When CRESALC learnt that the Standing Conference of Rectors, Presidents and Vice-Chancellors of European universities (CRE, an NGO which is one of UNESCO's partners) was working on a similar project, entitled Columbus, it decided to pool resources. The two organizations organized a seminar in Caracas in March 1990 which brought together two hundred academics and businessmen, international organizations and associations... Work was divided so that CRESALC could concentrate on how universities should change their management styles to attract business and CRE on how to help projects underway and elaborate future policies.

INDUSTRY, UNIVERSITIES' PARTNER OF THE FUTURE (Photo UNESCO/ P. Salvandia).

An international seminar in Monterrey (Mexico), organized among others by CRESALC and the Organization of American States, examined the overall problems, the situation in Latin American as well as European countries.

The European Centre for Higher Education (CEPES, Bucharest) is another example of cooperation at the continental level. Founded in 1972, it has published masses of information on higher education in Europe and the rest of the world. It has held several seminars on themes ranging from new pedagogies to distance education. It also works on concrete projects such as the computerization of universities, in this case jointly with the International Association of Universities.

Nicolas MICHAUX

TO FIND OUT MORE ...

On sale at the Unesco bookshop or through UNESCO Press:

WORLD GUIDE TO HIGHER EDUCATION. Provides a comparative country-by-country survey of the most characteristic elements of the systems and main stages of higher education. UNESCO/AIU, 1991, 369 p.

STUDY ABROAD. Presents 2846 possibilities for post-secondary study programmes in 124 countries for the university years 1991/92 and 1993/94. UNESCO, 1991, 1276 p.

THE DIVERSIFICATION OF POST-SECONDARY EDUCATION IN RELATION TO EMPLOYMENT, by Raymond Sayegh, VOl. XLI, of the International Yearbook of Education, UNESCO/IBE, 1990, 167 pp.

INTERNATIONAL DIRECTORY OF RESEARCH INSTITUTIONS ON HIGHER EDUCATION. Prepared by the European Centre for Higher Education, UNESCO/IBE, 1988, 134 pp.

Two series produced by the Division of Higher Education and available free from the Education Documentation Centre.

PAPERS ON HIGHER EDUCATION. Thirty-six documents of which the latest is devoted to Higher Education Learning Resource Materials, Books and Journals: the Needs of Universities in Developing Countries.

NEW PAPERS ON HIGHER EDUCATION with two sub-titles, one Studies and Research, and the other, Documentation of Meetings. Most recently published are, in the former series, Latin America and the Caribbean: A Survey of Distance Education 1991 (No. 5), and in the latter The Role of Higher Education in Society: Quality and Pertinence (No. 1).

PLANNING AND MANAGEMENT FOR EXCELLENCE AND EFFICIENCY OF HIGHER EDUCATION. Based on a Round Table of the International Congress on Planning and Management of Educational Development in Mexico City (March 1990). UNESCO/CRESALC, 1991, 266 p.

Available from UNESCO's Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong, Bangkok 10110, Thailand, are:

TRENDS AND ISSUES FACING HIGHER EDUCATION IN ASIA AND THE PACIFIC. Report of a Regional Conference held at the University of New England, Armidale, Australia in 1990.

FUNDING FOR HIGHER EDUCATION IN ASIA AND THE PACIFIC, edited by Grant Harman and M. Selim. Strategies to increase cost efficiency and attract financial support. Documents the problems faced by Higher Education. UNESCO/PROAP 1991.

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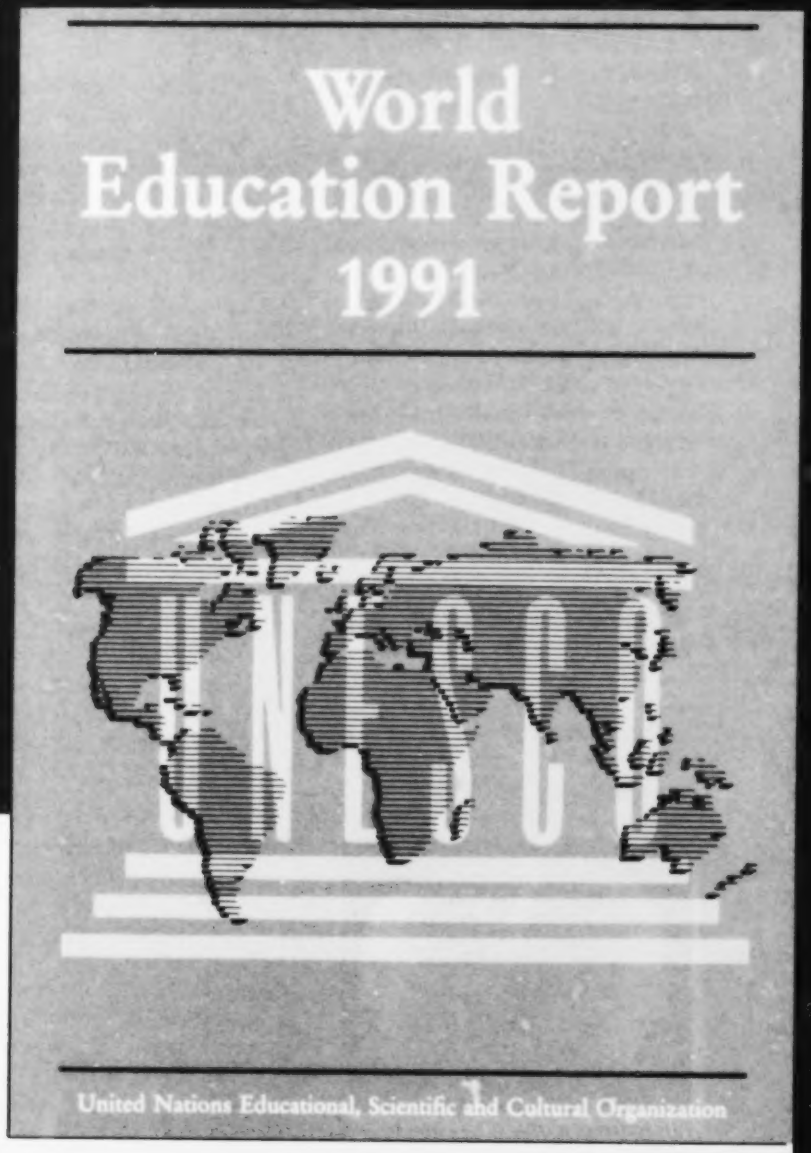

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"STRENGTHENING THE SPIRIT" was the message carried by indigenous peoples from the Americas at a meeting in Ottawa (Canada) from November 10-14. Discussions centred on how to earn new respect for native values and rights in the context of the 500th anniversary of the arrival of Europeans in the "New World". Organizers said the conference was *"in no way a celebration"* but an attempt to strengthen the spirit. The meeting, held in an atmosphere of ritual and respect, where elders, chiefs, young people and women exchanged their visions of the Amerindian world, characterized from North to South by marginalization and injustice. Supported by UNESCO's Unit for the 500th Anniversary of the Encounter Between Two Worlds, the meeting ended on a note of hope with concrete projects planned for the future.

WHAT HERITAGE FOR FUTURE GENERATIONS and which cultural and natural properties belong to the whole of humanity? To answer these questions, the Caixa Foundation and the Gamma Photo Agency launched "Heritage 2001" with UNESCO backing. Internationally known photographers will participate in this project for creation of a grand world heritage fresco to be completed in 5 to 8 years. The first phase of "Heritage 2001", focused on Celtic civilization, was the object of an exhibition at UNESCO Headquarters from October 29 to November 7.

AN ONGOING DISASTER

UNESCO, with the UN, has launched a multi-faceted aid plan for the victims of Chernobyl. Contributions are beginning to arrive.

Five years have passed since Chernobyl (see box). Unfolding world events have probably blurred the memories of the disaster. So why talk about a *"Chernobyl Campaign"* five years later ?

Quite simply because the effects of the nuclear disaster, the worst civilian nuclear installation accident, are still being felt. But for how long at to what extent? The radioactivity of plutonium takes 25,000 years to diminish by half.

Scientists continue their research, groping in the dark as it were. Large areas remain contaminated but ordinary life is resuming wherever possible.

The UN has decided to mobilize resources in response to appeals for assistance by the governments of USSR, Russia, Belarus (former Byelorussia) and the Ukraine. A conference to evaluate needs was held in New York on September 20 after the setting up of an inter-agency task force. Some 15 specialized institutions, including UNESCO, the International Atomic Energy Agency, and the World Health Organization, are involved in the campaign.

PROMISING RESULTS

UNESCO can play a significant role and has already appealed to the international community for contributions towards alleviating problems faced by victims of the disaster. These appeals have already produced promising results - 2.6 million dollars over three years, of which $ 600,000 have already been made available in kind. A third of the remaining two million dollars has been received, while another half is in firm commitments. The remaining 15% has been pledged. Not enough perhaps, but sufficient to set the process in motion.

Among the donors, the EEC, Canada and Germany have contributed some 1.3 million dollars. German humanitarian organizations account for another million.

In the summer of 1990, UNESCO enabled 1200 children from the region to spend their holidays abroad as the guests of youth movements in 15 European countries.

An estimated 800,000 children were affected by the disaster and many of them were relocated to less affected areas. A large number have been separated from their parents and obliged to live in special institutions.

Three children's centres, one each in Russia, Belarus and the Ukraine, are under construction and are scheduled to open in mid-1992. These are not children's homes but community-based centres where children between the ages of two and seven, with the help of psychologists and physiotherapists, can find some rehabilitation from the traumas they have experienced. The centres will also provide medical advice to pregnant women. *"Given the dimensions of the problem, we hope this will have a snowball effect and incite the authorities to build more such centres"*, says Wolfgang Schwendler, head of this aspect of the UNESCO campaign.

Training is indispensable in a country where psychology as a subject has been

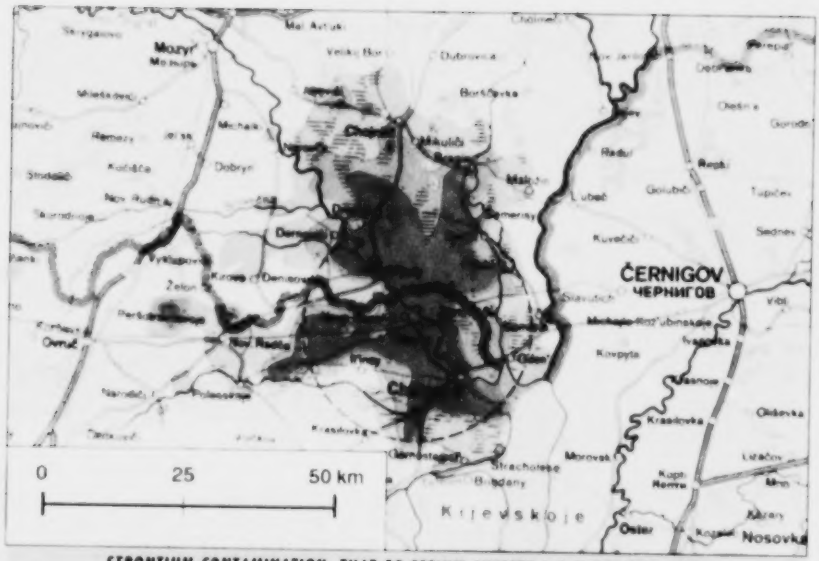
CHERNOBYL IN FIGURES

On April 26, 1986 at 1:26 a.m., the overheating of reactor No. 4 of the Chernobyl nuclear plant, led to the explosion.

An enormous quantity of radioactive substances were released into the air as gas or solid particles. Radioactive dust, carried by wind, was blown over much of Europe as far West as France and to the shores of the Mediterranean.

Over 600,000 hectares of fields and forests were rendered unsafe for agriculture. A population of 40 million people was affected. To this figure must be added 600,000 Soviets who were mobilized on the site.

Today about 280,000 people still live in the highly contaminated zones; 116,000 have left the region, but it is estimated that at least another 150,000 more will have to be displaced in the years to come.



STRONTIUM CONTAMINATION. THAT OF CESIUM AFFECTS A FAR GREATER AREA. THESE ELEMENTS REMAIN HIGHLY RADIOACTIVE FOR ABOUT 30 YEARS. (Photo AIEA - December 1989).

long neglected. A lot needs to be done in the natural sciences as well. Scientists simply cannot *"cope"* with the size of the phenomenon and the plethora of unknown factors, points out Alice Aureli, another UNESCO staff member involved in the projec: *"We know a bit about the conditions for radioactive contamination of the atmosphere, for instance, but precious little about what happens in water"*.

An international seminar, to which some 50 world specialists have been invited, is planned for next September at UNESCO to examine the problem of nuclear contamination of water. The meeting will prepare the ground for another bigger international conference in three or four years in the USSR. For its part, UNESCO's Intergovernmental Oceanographic Commission is working on a similar meeting to study the impact of the catastrophe on the Black Sea.

Scientists in the field also need help. Their equipment is largely obsolete, they remain isolated from the international community and despite their competence, their level of training is often inferior to that of their Western counterparts. UNESCO also plans to provide equipment to regional medical research laboratories and hospitals.

Foreign language courses are getting under way as part of another project to facilitate dialogue between local officials and foreign aid specialists and to enable Soviet scientists to read top scientific publications in English and other languages.

It is impossible to cite all the different kinds of assistance needed but a glimpse at the question of archives alone gives an idea of the staggering dimensions of what needs to be done.

All existing documents must be saved (but how will they be decontaminated?) and transferred elsewhere. On a more long-term basis, a database system for environment surveillance in all three republics must be set up.

Another project which is still in its fledgling stage concerns aid for the resettlement of displaced persons.

Seen as a whole, the programme may appear eclectic. *"The human dimension forms the main axis"* says co-ordinator Bruno Lefevre while, at the same time, emphasizing the role of the authorities in its conception.

UNESCO, in collaboration with other more technical agencies, Alice Aureli insists, is unique in that it has an ethical vision. In this *"choir"*, she says, UNESCO can sing its own aria which goes something like *"Don't sacrifice life when you make your choices"*.

Nicolas MICHAUX

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FINALS of the new **FAMOUS FRENCH SPELLING CONTEST,** based on a text dictated by French journalist Bernard Pivot, were staged at UNESCO Headquarters on November 23. Over 213,000 people in France participated in the popular game along with 81,000 would-be champions in 123 other countries, Francophone or not. These numbered 900 in Malawi, for instance, or 1,900 in Bulgaria. Broadcast live, "La Dictée", packed with pitfalls, was followed by some 200 million televiewers around the world. A super-final for winners of contests held over the last seven years, is scheduled for April 11 at UN Headquarters in New York.

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The gap between ***THE MESSAGE OF PEACE AND TOLERANCE*** of monotheistic religions and their actual practice was the theme of a public debate at UNESCO Headquarters on November 15. Participants included the German theologian Hans Küng, the rector of the Grande Mosquée de Paris, Tedjini Haddam, and the President of the Permanent Council of the Conference of European rabbis, René Samuel Sirat. They said the gap was due more to interpretation than to the content. The first step towards peace and tolerance, they said, was to transmit the ethical fundamentals of religion and their essentially humanistic approach.

WITH OVER 96,000 RECORDS, UNESCO's first CD-ROM aims at providing access to information even to developing countries without on-line communication. CD-ROM, an acronym for Compact Disk Read Only Memory, is a type of storage device which contains a vast amount of information in a digital format. Thus the UNESCO disk looks like an ordinary CD, but instead of music, is full of data - in fact six UNESCO databases, the equivalent of 16,000 pages of references in the fields of education, monuments and sites, energy, social sciences, etc.. Using UNESCO's CDS/ISIS software and a CD-ROM drive, the disk can be read on a micro-computer IBM PC or compatible.

☛ *Clearing-house Co-ordinating Unit*

An exhibition of ***WORLD BASKETWORK*** was on view at Headquarters from October 14 to November 7. Staged in the context of UNESCO's 10-Year Action Plan for the Development of Crafts in the World, the over 100 pieces from some 60 countries, including clothes, jewels, tools, ritual objects and even a sleeping shelter, illustrated how vegetable fibre has lent itself over the ages to the fulfilment of our basic requirements and fantasies. Catalogue on request.

☛ *Unit for the Promotion of Arts and Creativity*

BASKET OF PALM LEAVES, 25 CM HIGH, COLOMBIA

MAKING THE DESERT REMEMBER

Work starts on one of Mauritania's fabled cities.

Once upon a time, not so very long ago, there were four fabled cities in Mauritania, deep in the far west of the Sahara. For seven centuries the desert cities of Chinguitti, Ouadane, Tichitt and Oualata were thriving intellectual and commercial centres, the cardinal points of the encounter between Andalusia, the Maghreb and deepest Africa.

ROVING SAND-DUNES THREATEN OUALATA MOSQUE (Photo Enzo Fazzino).

But years of drought, epidemics and even famine forced many people to leave these ancient caravan towns founded in the 12th and 13th centuries. The inexorable advance of the desert has heightened their isolation. The opening up of maritime routes reduced them to mere enclaves.

An international campaign to safeguard these cities was launched by UNESCO in 1981. Work fir ally got underway this October in Chinguitti, the most accessible of the four cities, although still a 2-hour drive from the nearest airstrip.

Chinguitti rises out of the desert like an island surrounded by an ocean of sand. Considered the seventh holy city of Islam, Chinguitti was a religous and intellectual capital, a Mecca of knowledge for 18th century Arab scholars. The mosque, points out Abdel Brahim Errahmani, chief of UNESCO's Promotion of Cultural Heritage, was the nervous centre of the city. *"It is a symbol of continuity. It is only natural that restoration should begin there."*

The Chinguitti project is unique in the sense that it represents an integrated approach to development. Says Errahmani, *"buildings are mere stones without a soul. We want to revitalize the society, the land, everything in Chinguitti, not just the heritage buildings."*

The restoration campaign, adds Enzo Fazzino, a UNESCO consultant involved in the project, is multi-dimensional. The fight against desertification is only one aspect. Equally important is the digging of wells so that agricultural activities can be stepped up, inciting people to stay or to return. *"The most important thing is that people stay in place,"* says Fazzino, *"if they do, the heritage is safeguarded."*

The accent is on people, and women evidently play an important role in the restoration process. The project aims to consolidate existing womens' cooperatives by giving an impetus to handicrafts, agriculture, leather work, pottery and weaving.

The project also includes the restoration of two heritage houses for use as a museum and a manuscript conservation centre. Thousands of manuscripts, including a collection of 1300 books, some 10 centuries old, are still owned by the villagers. *"They are now stored in metal containers, which isn't the best means of conservation in the desert,"* says Fazzino.

The Chinguitti project has a budget of $1.5 million. The European Community has committed $70,000, while the United Nations Development Programme (UNDP) has contributed another $185,000. UNESCO provides technical help.

Described as an ongoing project, the only "end" in sight is that the cities become self-generating in economic terms and that like the Phoenix, the city will rise again from its ruins. Which is why, notes Errahmani, *"UNESCO's role has to be limited. The aim is that the cities themselves and the Mauritanian government eventually take charge."*

Sputnik KILAMBI

CARIBBEAN CALLING

A series of cultural documentaries for and by Caribbeans.

The Caribbean people seen from the inside - hence "Caribbean Eye"- a series of 13 half-hour cultural documentaries produced by the TV production company Banyan of Trinidad and Tobago with financial support from UNESCO's International Programme for the Development of Communication (IPDC). "Caribbean Eye" is the first series of films covering the whole Caribbean region, made for and by Caribbeans.

For Rex Nettleford, member of UNESCO's Executive Board, this is no vain exercise - *"A common and shared culture unites these seemingly different countries. From the Bahamas to Surinam, whether they were dominated by the British, the Dutch, the French or the Spaniards, these countries have a similar historical experience rooted in slavery, colonization and the plantation societies"*.

Banyan was created in 1974 with the help of UNESCO, in order to promote a network of local communication in a region saturated by foreign media. In 1986-87 Banyan created the TV magazine "Caribbean Vision" aimed at reinforcing the media infrastructure in the Eastern Caribbean.

Four films were chosen by UNESCO to be shown during the General Conference. The first film "Amerindian survivors" describes how tribes of Arawaks and Caribs, which arrived in the region 15,000 years ago, have managed to maintain their customs and traditions over the centuries. "Women" portrays women as the driving force behind the *"parallel economy"* in Jamaica, Dominica and Guyana. Through agricultural cooperatives and handicraft workshops, they contribute to their families' income and the local economy. "Independent voices" introduces us to literary giants from the Caribbean - C.L.R.James (Trinidad and Tobago), Nicolas Guillen (Cuba), Aimé Césaire (Martinique) and Martin Carter (Guyana). The colour and variety of the Caribbean are displayed in the film "Caribbean festivals". These festivals are occasions for different communities to rediscover and perpetuate their ancestral traditions.

SHOOTING "CARIBBEAN EYE" (Photo Banyan).

SWINGING TO CARIBBEAN RHYTHMS (Photo Banyan).

The series will soon be broadcast in the region and has already been freely distributed to local television stations, schools, libraries and may eventually be used by hotels to promote tourism.

The series works on many levels - as an instrument of education and culture. For Simon Clarke, UNESCO's representative in Jamaica, the history of the Caribbean must be told by the Caribbean people as they see it themselves. The production of television programmes locally, he adds, is indispensable for the creation of a Caribbean consciousness.

Nettleford praised the Banyan initiative for contributing to reaffirm a culture, traditions and a folklore that have been ignored for too long. It serves both those who discover the Caribbean for the first time, and those who live there without knowing the richness and diversity of its culture, Nettleford said. He hoped that the financial contribution of UNESCO - USD 40,000 compared with the USD 100,000 provided by Banyan - is only the beginning and that other funds will become available to support this promising project.

Sophie CLAUDET

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A MOBILE STUDIO has been offered to the Belize Broadcasting Network by UNESCO. Thanks to its facilities for outdoor recording, rural communities in the central American nation can make their voices heard and communicate amongst each other. The International Programme for the Development of Communication provided $60,000 for the project.

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THE UNITED STATES HAS BANNED THE IMPORTATION OF ALL MAYA ARTIFACTS from the Peten region of Guatemala without prior authorisation by the Guatemalan government. This follows a formal request made by the Guatemalan Government to the United States. The decision, aimed at stopping the plunder of archaeological sites, is in line with the 1970 UNESCO Convention on the *"means of prohibiting and preventing the illicit import, export and transfer of ownership of cultural property."* The Convention is the only widely accepted international instrument dealing with illicit trade in cultural objects. This is the fourth time the United States has applied the Convention. It has already restricted the import of certain artifacts from El Salvador (1987), specific textiles from Bolivia (1989) and certain artifacts from Peru (1990).

MAYA SCULPTURE FROM TIKAL (GUATEMALA) (Photo UNESCO/Marie Claire Bataille).

A VINTAGE YEAR FOR BMW

Sports facilities for developing countries featured at the 1991 Architecture and Industrial Competition.

"An act of faith with the future generation" is how the President of BMW France, Didier Maitret, sums up the spirit of the 1991 Architecture and Industrial Design competition. The success of the first competition, held in 1986, prompted BMW France to renew the experience every two years. Open to French architecture students, the 1991 competition asked them to design a sports-hall that would meet the needs of developing countries - inexpensive, modular facilities that could be built with local materials and skills and used for both physical education programmes and sport-for-all activities.

This theme was inspired by one of the main objectives of UNESCO's International Fund for the Development of Education and Sport (FIDEPS) which decided to co-sponsor the competition. This is not the first such *"joint-venture"*. In 1990, BMW helped organise the Paris-Astrakan rally, part of UNESCO's Silk Roads project.

Since creating its own foundation in 1985 under the auspices of the Fondation de France, BMW France has systematically implemented a policy of cultural sponsorship. To quote its President, Didier Maitret: *"BMW and industrial architecture and design have several things in common - innovation, aesthetics, reliability, comfort and integration into the environment"*.

The 1991 competition attracted 82 entries from architecture schools across France. These were submitted to an international jury, which selected 11 projects of which five were awarded prizes. Models of these were displayed during the 26th session of UNESCO's General Conference.

MAQUETTE OF FIRST PRIZE WINNING "SAHEL" - A CABLE-SUPPORTED CANVAS COVERING WHICH PROVIDES SHADE FOR PLAYERS ON THE FIELD, AND SPECTATORS SEATED AGAINST A PROTECTIVE BAR OF EARTH. IN THE BACKGROUND - THE MULTI-PURPOSE SPORTS CENTRE TO BE BUILT IN UNBAKED BRICK.

This year's first prize went to three students from the Lyon Architecture School. Their project entitled *"Sahel"* in fact enlarges the scope of sport since the sports hall can also host other activities such as exhibitions and shows. The Sahelian *"ideal"* trims down form in favour of a multi-functional structure based on simplicity.

A student from the Versailles Architecture school won the second prize. *"Niamey"* takes its inspiration from the African market - earth and banco (a local material) combine to spill over into a multitude of streets and by-lanes with the sports hall as the nervous centre as it were.

The third, fourth and fifth prizes went to Versailles and two Parisian architecture schools for their projects entitled *"Saada"*, *"Dacca"* and *"Calcutta"*.

This year's winners have amply risen to the challenge of combining architecture and development, design and functionality. For BMW and UNESCO, 1991 has been a vintage year indeed.

S. K.

● **MAURITIUS HAS OBTAINED $49 MILLION** in pledges to help finance its 10-year Master Plan for Education. This decision was taken at a meeting of UN agencies, regional banks, development organizations and 7 donor countries (Australia, France, Germany, India, Japan, the UK and the U.S.), at UNESCO Headquarters on November 5 and 6. The $61 Plan, will be the first comprehensive restructuration of an education system to be implemented as a follow-up to the World Conference on Education for All held in Jomtien, Thailand, last year. UNESCO will provide technical assistance, training and equipment for around one million dollars.

▼ ***EDUCATION FOR THE PREVENTION OF AIDS,*** is a bibliography prepared by UNESCO on the documentation and publications on the subject from around the world. Designed mainly for teachers, specialized educators and social workers, the bibliography of 218 pages includes references to over 1,000 documents collected by the AIDS School Education Resource Centre (ASERC). Located at UNESCO Headquarters, ASERC regroups a wide range of educational materials, including a large number of audio visual documents.

☛ *Division of Education for the Quality of Life*

● UNESCO has just published an **INTERNATIONAL DIRECTORY ON THE YOUNG CHILD AND THE FAMILY ENVIRONMENT.** A selection of 670 institutions in 116 countries whose activities significantly promote an improvement in the situation of children, the 326-page volume aims at providing information and promoting exchange among organizations and individuals active in this field. The Directory presents vital statistics for each country, followed by a profile of each institution, its objectives and main activities.

☛ *Young Child and Family (YCF) Project*

A UNANIMOUS CALL

UNESCO's General Conference places stress on reform, and "now" as the time for its implementation.

"A real chance for a thorough reform of UNESCO" is how François Nordmann, Switzerland's permanent delegate summed up the 26th session of UNESCO's General Conference. For Director-General, Federico Mayor, the meeting of the Organisation's highest body from October 15 to November 7, was a *"General Conference of unity"*. Two points of view largely shared by the 2206 delegates present .

Discussions did not centre on the Organisation's activities, because they are no longer the cause of serious differences. A new stress was laid on the key issues of environment-development and culture-democracy. Nonetheless a significant gap remains between the ambitions to recreate a *"society of minds"* and UNESCO's capacity and means to translate this into reality. The General Conference retained three reform outlines to enable the organisation to tackle this situation.

A modification of the Constitution, adopted by consensus, gives Member States absolute responsibility within the Executive Board from 1993 onwards: they will be the ones to sit on the Board, unlike earlier, when members were personally elected for their competence and as representatives of their respective countries. For France's permanent delegate, Jean-Pierre Angrémy, this reform is *"the legal manifestation of an increasingly visible trend"*.

But its promoters want more: *"reinforcement of the Executive Board's efficiency and decision-making capacity"*. Permanent representatives of Member States can - informally but usefully - *"carry out their activities between sessions in order to enable thorough prepartory work."* The meeting also welcomed the setting-up of a group of experts to better resolve financial and administrative questions, a major function of the Board.

BETTER MANAGEMENT

This point has to be underlined. Sound management is a necessary tool - no more no less - to ensure that UNESCO functions well, thus is able to fulfil its *"intellectual role"* which must be reinforced in all areas. This is the key point of the second reform. Accordingly, *" an ad hoc forum of ideas composed of a select number of eminent persons ... responsible for identifying and defining a number of vital issues representing new challenges coming within the Organization's mandate"* has been set up within the Executive Board.

Better management and greater contact with intellectual circles is the essence of the third reform plan which also applies to personnel at the UNESCO Secretariat. The accent is on the recruitment of younger people and new talent, better representative of the international community and more women.

A 4-year plan based on these criteria was launched by the Director-General and welcomed by the General Conference.

THE DELEGATE OF LITHUANIA, A NEW MEMBER STATE (Photo UNESCO/Michel Claude).

As for the singular unanimity that characterised debates this year, the new chairperson of the Executive Board, Canada's Marie Bernard-Meunier has this to say: *"It results from a clear understanding on the part of Member States that we have to work together for UNESCO to be what we want it to be"*.

But, this desire alone is insufficient to reach the target and, adds Bernard-Meunier, *"it's now time to roll up our sleeves and get down to brass tacks"*.

René LEFORT

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The General Assembly of states party to the **WORLD HERITAGE CONVENTION** took place on November 2 at UNESCO headquarters. Seven new members were elected to the committee (Germany, China, Cyprus, Egypt, Spain, Mexico and Philippines). The meeting examined the accounts of the World Heritage Fund and also fixed mandatory contributions to the Fund. Since its creation in 1972, the Fund has financed technical cooperation to the tune of some 10 million dollars for the preservation of cultural and natural property included in the World Heritage List and for the training of specialists.

▼

UNESCO is to participate in the ***RECONSTRUCTION OF BEIRUT'S COMMERCIAL DISTRICT.*** Under an agreement signed on October 24 with the Lebanese Council for Development and Reconstruction, UNESCO will cooperate in documentation research and preparatory field surveys (archaeological in particular) and in the selection, rehabilitation and conservation of historical sites. It will also help to develop cultural institutions such as the planned multi-purpose theatre, the cultural centre and the National Library. A UNESCO mission will visit Lebanon from December 2 to 11 to set up a list of priorities and a plan of action.

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The United Nations General Assembly has proclaimed 1992 INTERNATIONAL SPACE YEAR.

From January 13 to 15 in Geneva (Switzerland), the Council of the **INTERNATIONAL BUREAU OF EDUCATION** will hold its 35th session to take stock of past and future activities. A meeting in Cairo (Egypt) from January 21 to 23, of the Coordinating Committee of the Regional Programme for the **UNIVERSALISATION AND RENEWAL OF PRIMARY EDUCATION** and the Eradication of Adult Illiteracy in the Arab States region will be followed, from January 25 to 28, by the **CONFERENCE OF MINISTERS OF EDUCATION** and those responsible for Economic Planning in **THE ARAB STATES (MINEDARAB)**. Among other items on the agenda, representatives of 21 Member States will discuss educational opportunities for refugees and nomads. The Institute of Education Bakht Er-Ruda, the member in Sudan of UNESCO's International Network for Information in **SCIENCE AND TECHNOLOGY EDUCATION (INISTE)** and the National Commission for UNESCO will organize a training workshop for 30 to 40 Sudanese primary and secondary school science teachers on how to produce and teach about **LOW-COST EQUIPMENT**, in Khartoum from January 26 to 31. INISTE Members from Tunisia, Egypt, Oman, Yemen and Jordan will also attend. A symposium on the Main Aspects of **FICTIONAL AND POETIC CREATION IN AFRICAN LITERATURE** on the Threshold of the 21st century will be held in Harare (Zimbabwe) from February 10 to 13.

The Intergovernmental Oceanographic Commission (IOC) is organizing an **OCEAN CLIMATE DATA** Workshop in Washington D.C. (USA) from February 10 to 14. Finally, Montevideo (Uruguay) will host the regional meeting on the Man and the Biosphere (MAB)-International Hydrological Programme (IHP) **ECOTONES PROJECT** in Latin America from February 11 to 17.

OUR NEXT ISSUE will FOCUS on an appeal to international solidarity for the restoration and safeguard of Cambodia's **ANGKOR MONUMENTS** to be launched during a visit of Director-General, Federico Mayor, from November 28 to December 1.

SOURCES